United Nations CEDAW/C/2003/II/3/Add.3

Convention on the Elimination of All Forms of Discrimination against Women

Distr.: General
1 May 2003

Original: English

Committee on the Elimination of Discrimination against Women
Twenty-ninth session
30 June-18 July 2003
Item 5 of the provisional agenda*
Implementation of article 21 of the Convention on the Elimination of All Forms of Discrimination against Women

Reports provided by specialized agencies of the United Nations on the implementation of the Convention in areas falling within the scope of their activities

Note by the Secretary-General

Addendum

United Nations Educational, Scientific and Cultural Organization

1. On behalf of the Committee on the Elimination of Discrimination against Women, the Secretariat invited the United Nations Educational, Scientific and Cultural Organization (UNESCO), on 11 March 2003, to submit to the Committee a report on information provided by States to UNESCO on the implementation of the Convention on the Elimination of All Forms of Discrimination against Women, in areas falling within the scope of its activities, which would supplement the information contained in the reports of the States parties to the Convention that will be considered at the twenty-ninth session.

2. Other information sought by the Committee refers to activities, programmes and policy decisions undertaken by UNESCO to promote the implementation of the Convention.

3. The report annexed hereto has been submitted in compliance with the Committee's request.

* CEDAW/C/2003/II/1.

03-34615 (E) 290503

Annex

Report of the United Nations Educational, Scientific and Cultural Organization

I. Introduction

1. The Committee on the Elimination of Discrimination against Women will hold its twenty-ninth session from 30 June to 18 July 2003 at United Nations Headquarters in New York. At that time the Committee will consider the reports of the following countries: Brazil, Costa Rica, Ecuador, France, Japan, Morocco and Slovenia.

2. In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, specialized agencies are invited "to submit reports on the implementation of the Convention in areas falling within the scope of their activities". In section II of the present report, the United Nations Educational, Scientific and Cultural Organization (UNESCO) provides information on its contribution to the implementation of the Convention within the scope of its activities. Section III of the report provides information on the measures taken by UNESCO to implement the Convention in the countries being considered at the twenty-ninth session.

II. Contribution of the United Nations Educational, Scientific and Cultural Organization to the implementation of the Convention within the scope of its activities

3. UNESCO's medium-term strategy for 2002-2007 stipulates that the needs of women must be mainstreamed throughout all of its programme activities and projects. A gender perspective will be integrated in policy planning, programming, implementation and evaluation activities in all areas of UNESCO's competence with a view to promoting empowerment and achieving gender equality. Women's priorities and vision of development goals and approaches will be addressed and promoted through greater participation of women at all levels and in all areas of UNESCO's action. Region-specific programmes and activities that benefit girls and women of various ages, including the young and the elderly, will focus on networking, exchange of information, sharing of knowledge and building alliances across borders and cultures in the framework of the United Nations Declaration and Programme of Action on a Culture of Peace. Further promotion and implementation of the Convention on the Elimination of All Forms of Discrimination against Women and all other international normative instruments that promote women's human rights will remain a top priority.

4. The Unit for Women and Gender Equality in UNESCO's Bureau of Strategic Planning conducts gender-training workshops throughout the year. It is currently in the process of developing a strategy for gender and human rights. In addition, a Gender Focal Point for HIV/AIDS was recently appointed to participate in the Inter-Agency Task Team on Gender of the Joint United Nations Programme on HIV/AIDS (UNAIDS).

5. The fourth edition of *Passport to Equality*, a personalized, passport-sized presentation of the Convention, was released this year in English and French. A Spanish edition is under preparation, as well as a popular version being prepared in close collaboration with the Associated Schools Project.

Women and education

6. UNESCO combats gender discrimination in education, working under the umbrella of the United Nations Girls' Education Initiative. It promotes the Initiative through its partners and provides guidelines for Governments on the education of girls and women. Handbooks that UNESCO has prepared for this purpose include *Guidelines for Preparing Gender Responsive EFA Plans* and *Gender Equality in Basic Education*. Other activities in this area include reviewing national Education for All (EFA) plans from a gender perspective, providing in-country training in gender responsiveness and in improving data collection and analysis, and the production of gender-sensitive post-literacy materials. UNESCO is currently focusing on guidance and counselling for girls in Africa, where it has developed learning materials and trained female teachers and social workers.

7. UNESCO's strategy for gender mainstreaming in basic education focuses on three key tasks: (a) creating gender-friendly learning environments; (b) stressing the need for linking formal and non-formal education, together with advocacy and sensitization for policy change to ensure commitments at all levels; and (c) support for policy development through comprehensive research and gender-responsive data collection and analysis, and the relevant capacity-building.

Women and communication

8. UNESCO's programme on women in the media aims to upgrade the professional skills of women working in the media, to promote a balanced portrayal of women by the media and to increase women's access to expression and participation in decision making through the media and through the use of information and communication technologies (ICT). The empowerment of women through the media and greater access to ICT will be actively promoted to ensure a wider impact on their intellectual and personal growth and status. Appropriate and visionary use of ICT will contribute to the transfer and learning of skills to meet these goals. To redress the gender imbalance and reduce inequalities between men and women in the media, UNESCO is running a series of projects for women.

III. Measures taken by the United Nations Educational, Scientific and Cultural Organization to implement the Convention in the countries being considered at the twenty-ninth session[a]

Brazil

Basic statistics — population and education

	Population		
	Total	*Male*	*Female*
2000	170 406 000	84 169 000	86 238 000

	Gross primary enrolment rate (percentage)			*Net primary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	165.96	169.84	161.94	96.54	99.78	93.18

	Gross secondary enrolment rate (percentage)			*Net secondary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	103.25	98.00	108.66	68.46	65.71	71.30

	Gross tertiary enrolment rate (percentage)		
	Total	*Male*	*Female*
1999/2000	14.83	13.15	16.51

Activities under UNESCO programmes (2002/2003)

Women, girls and education

9. In the context of the United Nations Girls' Education Initiative, UNESCO launched a joint study of the E-9 countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan). At the national level the project consists of taking stock of existing achievements and bottlenecks, identifying policies adopted to facilitate access to education for all girls, and examining implementation procedures to see if they match adopted policies and plans. A synthesis study on the basis of national findings not only summarizes the lessons learned and good practices, but also develops proposals for proactive policies and programmes to achieve education for all girls.

Fellowships

10. Under the UNESCO-Aschberg Bursaries for Artists Programme, Cristiane Grando, Paula Krause Correa, Michelle Agnes Magalhães, Juliana Morães and Emily Sugai Takeuchi received fellowships to continue their training.

Women, science and technology

11. With the support of the Ibero-American Bureau of Education (OEI), UNESCO is currently carrying out the Science, Technology and Gender Ibero-American Project (January 2002-December 2003) in Argentina, Brazil, Costa Rica, Ecuador, Mexico, Paraguay, Spain, Uruguay and Venezuela. The project will contribute to

improving the state of science, technology, and gender knowledge by developing theoretical and methodological capacities, identifying social factors and variables that affect women's participation in higher education, science and technology, and promoting analysis of the legal, organizational and administrative frameworks of higher education institutions and scientific and technological research centres, so as to influence the design of policies, instruments and regulations related to women's participation in those fields.

Women and the urban environment

12. The project entitled "Cities, the environment and social relations between men and women" proposes to analyse grass-roots groups of women in their social and environmental relations in medium-sized cities in West Africa, Latin America, Eastern Europe and Switzerland. In Brazil, under this programme, a study was carried out of the Gamboa II favela in the city of Santo André. It is supported by the Swiss National Commission for UNESCO, the Swiss Agency for Development and Cooperation and UNESCO's Management of Social Transformations Programme.

13. The global objectives of this research project are to contribute to strategies of social transformation and citizen participation, to distribute the results to decision makers and technicians, and to contribute to the body of knowledge. The gender objectives of the programme are to include women in policy-making, to empower women in the structure of social relations of power and to strengthen urbanity in cities. The full findings of the first phase of the project have been published in a book entitled *Women and Urban Crises: Gender-Sensitive Strategies for Managing Critical Urban Environments in the South and in Eastern Europe.*

Costa Rica

Basic statistics — population and education

	Population		
	Total	*Male*	*Female*
2000	4 024 000	2 040 000	1 983 000

	Gross primary enrolment rate (percentage)			*Net primary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	107.51	108.99	105.97	91.27	91.39	91.15

	Gross secondary enrolment rate (percentag·)			*Net secondary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	50.94	48.09	53.94	43.37	40.84	46.04

	Gross tertiary enrolment rate (percentage)		
	Total	*Male*	*Female*
	Unavailable	Unavailable	Unavailable

Activities under UNESCO programmes (2002/2003)

Women, science and technology

14. With the support of OEI, UNESCO is currently carrying out the Science, Technology and Gender Ibero-American Project (see para. 11 above).

Ecuador

Basic statistics — population and education

	Population		
	Total	*Male*	*Female*
2000	12 646 000	6 350 000	6 296 000

	Gross primary enrolment rate (percentage)			*Net primary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	113.91	114.28	113.53	97.73	97.44	98.03

	Gross secondary enrolment rate (percentage)			*Net secondary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	56.66	56.22	57.12	46.90	46.21	47.62

	Gross tertiary enrolment rate (percentage)		
	Total	*Male*	*Female*
	Unavailable	Unavailable	Unavailable

Activities under UNESCO programmes (2002/2003)

Women, science and technology

15. With the support of OEI, UNESCO is currently carrying out the Science, Technology and Gender Ibero-American Project (see para. 11 above).

France

Basic statistics — population and education

	Population					
	Total			*Male*		*Female*
2000	59 238 000			28 856 000		30 382 000
	Gross primary enrolment rate (percentage)			*Net primary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	105.16	105.78	104.51	100	100	100
	Gross secondary enrolment rate (percentage)			*Net secondary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	108.69	108.53	108.85	92.55	91.64	93.51
	Gross tertiary enrolment rate (percentage)					
	Total			*Male*		*Female*
1999/2000	52.53			47.19		58.09

Activities under UNESCO programmes (2002/2003)

Women and health

16. On 10 March 2003, UNESCO organized a discussion forum in Paris entitled "Overcoming fear, winning the battle against breast cancer" in collaboration with *Paris Match* and the French anti-cancer league (Ligue nationale contre le cancer). Specialists from all over the world were invited to present an overview of the latest advances in this area.

Japan

Basic statistics — population and education

	Population					
	Total			*Male*		*Female*
2000	127 096 000			62 212 000		64 884 000
	Gross primary enrolment rate (percentage)			*Net primary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	101.26	101.31	101.22	100	100	100
	Gross secondary enrolment rate (percentage)			*Net secondary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	102.05	101.48	102.65	100	100	100
	Gross tertiary enrolment rate (percentage)					
	Total			*Male*		*Female*
1999/2000	46.05			49.57		42.35

Morocco

Basic statistics — population and education

	Population		
	Total	*Male*	*Female*
2000	29 878 000	14 964 000	14 914 000

	Gross primary enrolment rate (percentage)			*Net primary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	90.43	98.04	82.55	74.48	78.97	69.81

	Gross secondary enrolment rate (percentage)			*Net secondary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1999/2000	39.34	43.58	34.95	29.94	32.74	27.04

	Gross tertiary enrolment rate (percentage)		
	Total	*Male*	*Female*
1999/2000	9.34	10.59	8.04

Activities under UNESCO programmes (2002/2003)

Women and education

17. The UNESCO Chair of migration and human rights of the University Hassan II Ain Chock Casablanca, together with the Casablanca Faculty of Law, Economics and Social Sciences and the Migration and Humanitarian Law Research and Study Centre, organized an international conference on the theme "Women, migration and human rights" in 2002 and a round table on the theme "Migrant women and culture" in 2003.

18. UNESCO has established a UNESCO Chair of adult education and literacy in Morocco. The chairholder has been named a member of the National Education for All Forum and the United Nations Education for All Support Team, and will assume primary responsibilities for advising on the drafting and implementation of the National Education for All action plans, in particular as regards literacy.

19. UNESCO signed an agreement with the University Mohammed V (Rabat-Souissi) and the University Ibn Tofail (Kenitra) on 28 October 2002 for the establishment of a UNESCO Chair of women's rights, to promote research, training, information and documentation on women's status, the promotion of women's rights and the elimination of gender discrimination. The aim is also to increase regional cooperation between researchers and university teachers.

Women and health

20. UNESCO, in partnership with the United Nations Development Fund for Women and UNAIDS, organized a seminar in Rabat to promote an understanding of the sociocultural dimensions of HIV/AIDS, with specific emphasis on the gender dimension. The seminar attempted to identify the sociocultural and gender aspects that favour the transmission of the virus and that represent constraints to prevention and treatment interventions. The participants were asked to analyse in groups their own cultural representations, values and behaviours underlying the stigmatization of

and discrimination against persons living with or associated with HIV/AIDS. The seminar aimed to help the participants identify the positive cultural resources that can foster sustainable behavioural change and curb stigmatization and discrimination vis-à-vis the pandemic.

Strengthening local capacities — promoting cultural practices

21. UNESCO, in cooperation with the Islamic Educational, Scientific and Cultural Organization, helped to organize a training workshop in carpet-making, for two trainers from each of the francophone sub-Saharan African countries (Burkina Faso, Guinea, Mali, the Niger, Senegal and Chad). The aim of the workshop, which took place in Ouarzazate, was to equip participants with the capacity to initiate the members of women's centres and associations in their respective countries into the production of handmade carpets.

Slovenia

Basic statistics — population and education

	Population		
	Total	*Male*	*Female*
2000	1 988 000	966 000	1 022 000

	Gross primary enrolment rate (percentage)			*Net primary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1998/1999	97.65	98.14	97.14	93.89	94.32	93.44

	Gross secondary enrolment rate (percentage)			*Net secondary enrolment rate (percentage)*		
	Total	*Male*	*Female*	*Total*	*Male*	*Female*
1998/1999	98.75	97.40	100.17	89.50	87.95	91.13

	Gross tertiary enrolment rate (percentage)		
	Total	*Male*	*Female*
1998/1999	53.33	45.72	61.34

Activities under UNESCO programmes (2002/2003)

Women and science

22. With the support of UNESCO, an international workshop on the topic "Statistical indicators on women in science" was held in Bled in October 2002. The workshop sought to improve UNESCO's statistical data collection techniques in the fields of science, research and development, and higher education from a gender perspective, to increase knowledge of gender issues in these fields at the national level and to provide decision makers with more transparent statistical indicators.

Notes

[a] *Sources*: Population statistics come from *World Population Prospects: The 2000 Revision*, published in February 2001 by the United Nations Population Division. Basic statistics concerning education in every country come from the UNESCO Institute for Statistics. The school years 1998/1999 and 1999/2000 correspond in some cases to the calendar years 1998 and 1999.